

This is an example SOW you could create your own using the workbook and online resources provided and supplement with your own ideas and resources. This SOW follows a wider Long-term plan (available in the Secondary school resources folder) which is thematic in its approach, covering key topics for gambling and gaming across the 3 core PSHE Programme of Study themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). It is a spiral curriculum, with key topics and themes being revisited, whilst increasing the challenge, broadening the scope, and deepening students' thinking further through the key stages.

This Y9 SOW has been mapped to the KS3 PSHE programme of Study and the RSE Curriculum guidance relating to Online and Media, Mental Wellbeing and Internet Safety and harms and build on the primary links to digital resilience and gaming and gambling. We have created a map to show you how each lesson meets the criteria. See: 'KS3 RSE and PSHE Programme of Study Links' document for further reference.

	Activities	Resources
1	<p><b>Why do some people Game?</b></p> <p>Challenge 4.4: Why people game. Build a survey, focussing on the games young people</p> <p><b>PSHE Programme of Study Links:</b> H3, H5, H6, H7, H10, H13, H14, H15, H16, H30, R13, R16, R17, R42</p> <p><b>Cross Curricular Links:</b> English, Sociology, Psychology, Mathematics</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_Year_9_Lesson_L1 PowerPoint</li> <li>• YGAM_Y9L1</li> <li>• Computer/tablet with internet access or pre-selected newspaper articles/ research. You can utilise your own or use the suggested cited within the resource section of the lesson plan.</li> <li>• Option of computer/IT to create learning resources or paper/pens</li> </ul>
2	<p><b>Social and Moral Viewpoints</b></p> <p>Challenge 3.10 The Gambling Industry: Some forms of gambling are more acceptable than others. Debate</p> <p><b>PSHE Programme of Study Links:</b> H5, R15, R16, L1, L15</p> <p><b>Cross Curricular Links:</b> English, Sociology</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_Year_9_Lesson_2 PowerPoint</li> <li>• YGAM_Y9L2</li> <li>• Computer/tablet with internet access for research or you can utilise the articles cited in the lesson plan.</li> </ul>

<p><b>3</b></p>	<p><b>Microtransactions.</b></p> <p>Challenge 4.9 The Gaming Industry: What different types of micro transactions can we make in games? Are there any risks associated with these purchases? Do they make games more or less appealing? Present your findings.</p> <p><b>PSHE Programme of Study Links:</b> H32, R15, R16 L1, L15, L16, L17</p> <p><b>Cross Curricular Links:</b> Mathematics, Business Studies</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_Year_9_Lesson_3 PowerPoint</li> <li>• YGAM_Y9L3</li> <li>• Computer/tablet with internet access or the articles cited in the resource section of the lesson plan could be utilised.</li> </ul>
<p><b>4</b></p>	<p><b>What's the problem?</b></p> <p>Challenge 6.10 When does gaming and gambling become a problem- how might it lead to harm and who is impacted?</p> <p><b>PSHE Programme of Study Links:</b> H6, H7, H12, H13, H29, R15, R16, L1, L15</p> <p><b>Cross Curricular Links:</b> English, Citizenship, Sociology, Psychology</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_Y9L4</li> <li>• YGAM_Year_9_Lesson_4 PowerPoint</li> <li>• Computer/tablet with internet access</li> <li>• YGAM_Y9L4_Resource_1</li> <li>• YGAM_Y9L4_Resource_2</li> </ul>
<p><b>5</b></p>	<p><b>Gambling and Gaming; the potential for harm</b></p> <p>Challenge 6.7 Addiction and Mental Health.: Learn about health issues associated with gambling and/or gaming by young people.</p> <p>Create a resource to help inform, educate, and safeguard people from harm. It's important to note than for many people these activities are participated in without harm.</p> <p><b>PSHE Programme of Study Links:</b> H6, H7, H9, H10, H12, H13, H14, H15, H16</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_Y9L5</li> <li>• YGAM_Year_9_Lesson_5 PowerPoint</li> <li>• Computer/tablet with internet access (optional)</li> <li>• Pens/paper for design</li> </ul>

	<p><b>Cross Curricular Links:</b> English, Citizenship, Sociology, Psychology, Art and Design</p>	
<p><b>6</b></p>	<p><b>Money and Debt:</b></p> <p>Challenge 5.3 Money and Debt: Create a vocabulary list related to the risks of getting into debt. PSHE Programme of Study Links:</p> <p><b>PSHE Programme of Study Links:</b> L15, L16, L17, L18</p> <p><b>Cross Curricular Links:</b> Mathematics, English.</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_Year_9_Lesson_6 PowerPoint</li> <li>• YGAM_Y9L6</li> <li>• Computer/tablet with internet access</li> <li>• Dictionaries</li> </ul>

## Y9L1: WHY PEOPLE GAME

This Lesson relates to Challenge 1.2 from the 'In the Know' booklet. Consider the motivations of people who game. Look at both the positive and negative aspects of gaming- how can we mitigate the risk?

### Learning Objectives:

- To understand the motivations for people participating in gaming
- To understand the positive and negatives of professional gaming, e.g. Esports

### Learning Outcomes:

- I can list the reasons why people game;
- I can identify positive and negative aspects of the gaming profession, exploring case studies;
- I can use the internet or other relevant sources of information to research the gaming profession

### Resources:

- Y9 L1 PowerPoint
- Computer/tablet with internet access or pre-selected newspaper articles/ research. You can utilise your own or use the suggested ones below. We advise you check at the time of download/print for suitability as some of the content/adverts may change
- <https://www.internetmatters.org/resources/online-gaming-advice/online-gaming-the-risks/>
- <https://www.dailygame.net/gaming/what-are-the-risks-of-online-gaming>
- <https://usa.kaspersky.com/resource-center/threats/top-7-online-gaming-dangers-facing-kids>
- Option of computer to create learning resources or paper/pens

**Cross Curricular Links** English, Sociology, Psychology

**RSE and PSHE Programme of Study Links:** H3, H5, H6, H7, H10, H13, H14, H15, H16, H30, R13, R16, R17, R42

**See PSHE/RSE Document for further information.**

**Safeguarding:** It's important to establish a safe learning environment with clear guidance ground rules. Children and young people should feel able to seek support if necessary and be provided with appropriate support and additional sign posting options. You may wish to work with your DSL. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y9 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for PSHE provision you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.**

## Y9L1: WHY DO PEOPLE GAME?

Starter	Main	Plenary
<p><b>What games do you play?</b></p> <p><b>Teacher to ask what games do you play and how do you play them?</b></p> <p>Teacher could record results using tally chart or via an interactive online quiz.</p> <p>Students discuss the games they play, the media they use (games console, smartphone etc) as well as how often and how long they play them for. Teacher to record responses and identify the top five games.</p> <p>Ask students to note which method of play is most popular.</p> <p><b>Teacher to ask students Why do you play games?</b></p> <p>E.g. It's fun, my friends do it/ peer pressure, social and it's a good way to catch up with people, etc.</p>	<p><b>The good and the bad.</b></p> <p>Teacher to ask students to think of both positive and negative things that can be gained from gaming and why people may enjoy it.</p> <p><b>Task 1: make a list of the Good and bad points.</b></p> <p>This could be completed by students discussing in groups and making a list under each heading or via a research opportunity whereby students utilise internet search engine to draw out their findings.</p> <p><b>Task 2: Esports: Health and Well-being.</b></p> <p><b>What risks might an Esports Professional be exposed to and what could they do to look after their health.</b></p> <p>Students to utilise newspaper articles/research papers (some suggested for use in the resource section) or an internet search, to support them to explore the potential risks of gaming. For each risk, see if they can offer an opportunity to reduce the risk.</p>	<p><b>Let's debate:</b></p> <p>Gaming online is safer than hanging out with my friends in the park/ on the street at night?</p> <p>List opinions for and against and discuss.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y9L2: SOCIAL AND MORAL VIEWPOINTS

This Lesson relates to Challenge 3.10 The Gambling Industry: Some forms of gambling are more acceptable than others. Debate.

### Learning Objectives:

- To understand the potential risks of gambling and how this applies to you
- Understand why people might gamble
- Understand what is meant by gambling related harm

### Learning Outcomes:

- I can list the reasons why people might gamble;
- I can identify the risks associated with gambling;
- I understand what is meant by gambling related harm
- I know where to get help if I am worried about my own or someone else's relationship with gambling.

### Resources:

- Y9 L2 PowerPoint
- Computer/tablet with internet access for research or you can utilise the newspaper articles below. Content/advertising should be viewed and checked for suitability in advance of the lesson as updates/amendments may have taken place.
- Increased Exposure to Gambling Ads During Lockdown Is the Next Pearl-Clutching Moment <https://www.gizmodo.co.uk/2020/03/gambling-could-increase-during-lockdown/>
- Children more likely to become gamblers due to high volume of betting ads. Available at: <https://www.theguardian.com/society/2020/mar/27/children-more-likely-to-become-gamblers-due-to-high-volume-of-betting-ads>
- Leading doctors call for ban on gambling advertisements 'to protect people from financial harm' during coronavirus lockdown. Available at: <https://www.dailymail.co.uk/news/coronavirus/article-8199827/Leading-doctors-call-ban-gambling-advertisements-coronavirus-lockdown.html>
- Which Types of Gambling Are the Most Addictive and Why? Available at: <https://www.healthyplace.com/addictions/gambling-addiction/most-addictive-type-of-gambling>

**Cross Curricular Links** English, Sociology

**RSE and PSHE Programme of Study Links:** H5, R15, R16, L1, L15

**See PSHE/RSE Document for further information.**

**Safeguarding:** It's important to establish a safe learning environment with ground rules set. Children and young people should feel able to seek support if necessary. This topic may lead to some children sharing sensitive information and personal experiences which may trigger

emotions. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y9 SOW for which it is part 2 of 6 lessons. Depending on the time allocated for PSHE provision you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.**

Starter	Main	Plenary
<p><b>Are some forms of gambling more acceptable than others?</b></p> <p>Take 2 minutes to discuss this on your table and share the main ideas?</p> <p>Teacher to illicit information and gauge reasoning and understanding.</p> <p>Teacher to show the types of gambling slide and ask Students if they think some forms are more acceptable than others? e.g. penny slots or bingo v poker/horse racing</p> <p>Why do we think that? Has gambling been normalised?</p>	<p><b>Let's debate:</b></p> <p><b>During lockdown 2020 Labour MP Carolyn Harris was quoted as saying.</b></p> <p>"Gambling has been normalised to such an extent that young people grow up thinking this is a harmless activity. Those who are targeted today will be the problem gamblers of tomorrow. It's time [gambling firms] realised the harm they're doing via this indoctrination."</p> <p>Article: <a href="https://www.gizmodo.co.uk/2020/03/gambling-could-increase-during-lockdown/">https://www.gizmodo.co.uk/2020/03/gambling-could-increase-during-lockdown/</a></p> <p>How far do you agree with this statement? Write your views on the matter. Consider the advertising around you. You can also use the articles/web search to help form your argument.</p> <p><b>Teacher:</b> depending on the group you may wish to illicit those borderline activities, e.g. encourage students to think about borderline activities, e.g. through video games, or within other games, such as cards, coin games: regionally the name differs but YP may refer to them as Pitch and Toss, Penny up for example, playing. They may also refer to arcade machines and grabbers for example.</p> <p><b>Let's share:</b></p> <p>Students share responses.</p>	<p><b>Agree/Disagree</b></p> <p><b>1)Gambling should be illegal?</b></p> <p><b>2)All Gambling should be 18+, including seaside arcades?</b></p> <p>For info: (National Lottery is 16, Category D Machine e.g. penny slots- no age restriction) Note: it's also important for students to understand that many adults will gamble without experiencing harm but there are some adults and children who may suffer from real harm.</p> <p><b>3)Gambling advertising on TV should be banned, just like tobacco adverts.</b></p> <p>For info: Gambling adverts are banned before water shed but can be shown during programmes with low numbers of children in the audience. E.g. some daytime TV. We see lots of gambling advertising in Esports and in free games.</p> <p>Information true Dec 2020.</p> <p><b>4)Gambling firms should pay money towards the prevention, treatment and research of gambling related harm?</b></p> <p>For info: RET. Voluntary levy-gambling firms pay into this and money goes toward, research, education, and treatment.</p> <p><b>5)Random purchases in computer games should be regulated under the gambling act.</b></p>

		<p>For info: Currently (April 2020) these are not regulated.  NB: From April 2020 games that feature loot boxes /microtransactions will carry a warning label 'In-Game Purchases - includes random items.' This guidance has come from ERSB and applies to UK and Europe.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>
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## Y9L3: MICROTRANSACTIONS

This Lesson relates to Challenge 4.9: What different types of micro transactions can we make in games? Are there any risks associated with these purchases? Do they make games more or less appealing? Present your findings.

### Learning Objectives:

- To understand the term and definition of microtransaction
- To understand why games include micro transactions and the intent in these
- To understand why people make microtransactions
- Understand what is meant by gaming and gambling related harm

### Learning Outcomes:

- I can define microtransactions
- I understand why microtransactions feature in games
- I understand why people might make microtransactions
- I understand what is meant by gaming and gambling related harm
- I know where to get help if I am worried about my own or someone else's relationship with gaming or gambling.

### Resources:

- Y9 L3 PowerPoint
- Computer/tablet with internet access or the below articles could be utilised. Please be advised to check content/adverts etc at time of print.
- Microtransactions, Explained: Here's What You Need To Know. Available at: <https://www.gamespot.com/articles/microtransactions-explained-heres-what-you-need-to/1100-6456995/>
- Here's How Microtransactions Made Fortnite \$300 Million in a Month. Available at <https://www.finance-monthly.com/2018/06/heres-how-microtransactions-made-fortnite-300-million-in-a-month/>
- Ultimate Team microtransactions now make more money than FIFA itself. Available at: <https://metro.co.uk/2019/07/25/ultimate-team-microtransactions-now-make-money-fifa-10461286/?ito=cbshare>
- Microtransactions in videogames. Available at: <https://www.intelligenteconomist.com/microtransactions/>
- The ongoing controversy of microtransactions: available at: <https://www.forbes.com/sites/kevinanderton/2018/03/07/the-on-going-controversy-of-microtransactions-in-gaming-infographic/#577e2c111d9c>
- Pros and cons of microtransactions. Available at: <https://www.gamezone.com/originals/the-pros-and-cons-of-microtransactions-in-a-major-release/>

**Cross Curricular Links** Mathematics, Business Studies

**RSE and PSHE Programme of Study Links:** H32, R15, R16 L1, L15, L16, L17

**See PSHE/RSE Document for further information.**

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**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y9 SOW for which it is part 3 of 6 lessons. Depending on the time allocated for PSHE provision you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.**

Starter	Main	Plenary
<p><b>Thought shower: Microtransactions.</b></p> <p>Students to take 5 minutes to list/create a thought shower identifying the types of microtransactions they're aware of.</p> <p>Teacher to share definition of microtransaction.</p> <p><b>a microtransaction is anything you pay extra for in a video game outside of the initial purchase.</b></p> <p><a href="https://www.gamespot.com/articles/microtransactions-explained-heres-what-you-need-to/1100-6456995/">(https://www.gamespot.com/articles/microtransactions-explained-heres-what-you-need-to/1100-6456995/)</a></p> <p>Students to add any additional information at this point, perhaps certain games which they play that feature them.</p>	<p><b>Research and present:</b></p> <p><b>Ask students to explore the world of microtransactions within games.</b></p> <p><b>NB- use of IT/Computing suite is needed for this task. If no access to IT the articles cited in resource section could be utilised.</b></p> <p>Students: research the types of microtransactions.</p> <p>Why do gaming companies use them?  How much revenue do they bring in?  What are the pros and cons for the player/consumer?  What are the laws/regulations associated with these?  What's your opinion regarding microtransactions?</p> <p>NB: From April 2020 games that feature loot boxes / microtransactions must carry a warning label '<i>In-Game Purchases - includes random items.</i>' This guidance has come from ERSB and applies to UK and Europe. (This information is true as of April 2020)</p> <p><b>Share your findings</b></p> <p>Teacher to ask some of the students to share their findings.</p>	<p><b>What advice would you give?</b></p> <p>Teacher to ask students to think of five pieces of advice they could give to a y6 child about microtransactions.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y9L4: WHEN DOES GAMING AND GAMBLING BECOME A PROBLEM?

This lesson relates to challenge 6.10 Addiction and Mental Health: When does gaming and gambling become a problem? What does it look like?

### Learning Objectives:

- To understand what is meant by gambling and gaming related harm
- To understand the wider impact of gambling and gaming related harm
- To recognise the signs of gaming and gambling related harm
- To be able to identify how and where to get help

### Learning Outcomes:

- I can define gambling and gaming related harm
- I understand the impact of gambling and gaming related harm
- I can recognise signs of gambling and gaming related harm
- I know where to get help if I am worried about my own or someone else's relationship with gambling or gaming.

### Resources:

- Y9 L4 PowerPoint
- Computer/tablet with internet access
- Y9 L4: Resource: Scenario cards
- Y9 L4: Resource: Signs cards

**Cross Curricular Links** English, Citizenship, Sociology, Psychology

**RSE and PSHE Programme of Study Links:** H6, H7, H12, H13, H29, R15, R16, L1, L15

**See PSHE/RSE Document for further information.**

**Safeguarding:** It's important to establish a safe learning environment with clear guidance ground rules. Children and young people should feel able to seek support if necessary and be provided with appropriate support and additional sign posting options. You may wish to work with your DSL. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y9 SOW for which it is part 4 of 6 lessons. Depending on the time allocated for PSHE provision you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.**

Starter	Main	Plenary
<p><b>Looking for signs:</b></p> <p><b>What does gambling and gaming related harm look like?</b></p> <p><b>Can you tell if someone is experiencing gambling or gaming related harm?</b></p> <p>Students to discuss in groups and decide if you can identify gambling and gaming related harm, identifying the signs or lack thereof.</p> <p>Students to look at the signs of gaming/gambling harm and sort into the correct heading. Gaming related harm Gambling related harm.</p> <p>What are the similarities /differences?</p>	<p><b>Spotting the signs.</b></p> <p><b>TASK1:</b> <b>Teacher to draw traffic lights on board.</b></p> <p>Students to work in pairs and read the scenario card and consider if this person is experiencing harm. Red- experiencing harm Amber- At risk Green- not experiencing harm and not at risk</p> <p>They should place them on the board as appropriate.</p> <p>Discuss reasoning.</p> <p><b>TASK2:</b> Do you think it is easier/more difficult to recognise the signs of gambling or gaming related harm compared to harm from drugs/alcohol/tobacco? Are there any similarities or differences?</p> <p><b>Explain your thoughts.</b></p>	<p><b>A helping hand</b></p> <p>Students to share work/ideas. Do they think they would spot the signs within friends? Is it easier/ more difficult than with other things that could cause harm, e.g. alcohol, tobacco, illegal drugs.</p> <p><b>Where could you get help?</b></p> <p>Teacher to ask students to think of five places they could go for help if they are worried about their own or someone else's relationship with gaming or gambling.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y9L4: RESOURCE 1

<b>Preoccupation with it</b>	<b>Headaches / migraines</b>	<b>Unable to set time limits</b>	<b>Avoiding friends and family</b>	<b>Struggling to stop</b>
<b>Being overly defensive about it</b>	<b>Spending too much time and money on it</b>	<b>Downplaying time spent doing it</b>	<b>Arguing with family and friends</b>	<b>Neglecting hygiene to spend more time doing it</b>
<b>Thinking about it all the time</b>	<b>Chasing losses</b>	<b>Debt issues</b>	<b>Doing it until you having nothing left</b>	<b>Neglecting personal needs</b>
<b>Extreme fatigue</b>	<b>Selling possessions</b>	<b>Lying/hiding what you're doing</b>	<b>Being overly defensive about it</b>	<b>Carpel tunnel syndrome</b>

## **Y9L4: TEACHERS' RESOURCE**

### **SPOTTING THE SIGNS: GAMBLING RELATED HARM:**

- Spending too much time/money
- Finding it hard to manage or stop
- Arguing with family/friends
- Thinking/talking about it all the time
- Chasing losses/ experiencing debt
- Gambling until you have nothing left
- Feeling anxious, worried
- Losing interest in hobbies
- Neglecting personal needs
- Lying
- Selling possessions

### **SPOTTING THE SIGNS: GAMBLING RELATED HARM:**

- Preoccupation with gaming
- Downplaying time spend gaming
- Unable to set limits
- Avoiding family/friends
- Being overly defensive
- Headaches and or migraines
- Neglecting hygiene
- Extreme fatigue
- Carpel Tunnel syndrome

## Y9L4: RESOURCE 2

**Robyn joins in a Grand National sweepstake at work and bets £1. The money is for a local charity.**

**Gabriel won a prize at the local amusement park. Gabriel is going to go back next weekend with more money to try and win a bigger prize.**

**Eloise spends all her pocket money on lootboxes in the game she plays. She thinks about gaming all the time and argues with her family about how much time she spends playing games. She sometime uses her mother's card to buy lootboxes. She's surprised her mother hasn't realised.**

**When there's a big horse racing event on, Hassan and his family have a family bet on the outcome. They each stake £1.**

**Rina's Mum puts £2 on the lottery every week when she does the shopping. Danny knows they struggle to pay the bills and wonder why she does that.**

**Zane stole money from Mum's purse to pay off a gambling debt.**

**Chris spent £400 on FUT and still didn't get the player he wanted. He's thinking about ways to get more money. His Dad doesn't know he spent all his savings on FUT.**

**Amira gets £20 pocket money and quite often spends £5 or £10 on lootboxes in the games she plays. She likes to watch gamers online to learn tips and tricks, but she ensures she still finds time to do her homework and goes to football practise.**

**Layla's Grandmother won £100 on a scratch card. Since then Layla can't stop thinking about winning big. If her grandma can win, why can't she? Layla buys scratch cards each day with her lunch money. Her parents haven't noticed, and Layla goes to different shops, so the shop keeper doesn't get suspicious. Layla's not sure how much she's spent but she's only won a few times and nothing more than £10.00. She's got to win big on the next one, right?**

**Whenever Mo gets pocket money or birthday/Christmas money, he spends most of it on his computer games. He plays FIFA**

**ultimate team and hopes to get Ronaldo. His mares say it's a waste of money, but Jack doesn't mind, it's his money and he doesn't have much else to spend it on anyway.**

**Lou inherited some money which was meant to be going towards driving lessons. all the money has gone. One bet turned in to more and Lou had lost lots of money so kept trying to win it back. Lou doesn't know what to do.**

**Eli and has family play cards for money. Their maximum stake is 50p.**

**Alisha's lost a lot of money playing penny up with kids at school. She doesn't know what to do. Maybe one more go and she can win back the money she lost? She feels incredibly guilty about losing the money.**

# Y9L5: GAMBLING AND GAMING: THE POTENTIAL FOR HARM

This lesson relates to Challenge 6.7 Addiction and Mental Health.: Learn about health issues associated with gambling and/or gaming by young people. Create a resource to help inform, educate and safeguard people from harm. It's important to note than for many people these activities are participated in without harm.

## Learning Objectives:

- To understand what is meant by gambling and gaming related harm
- To understand the health issues that may arise from gambling and gaming related harm
- To develop a resource to educate others
- To be able to identify how and where to get help

## Learning Outcomes:

- I can define gambling and gaming related harm
- I understand the health issues which may arise from gambling and gaming related harm
- I can use my knowledge to create a resource for others
- I know where to get help if I am worried about my own or someone else's relationship with gambling or gaming.

## Resources:

- Y9 L5 PowerPoint
- Computer/tablet with internet access (optional)
- Pens/paper for design

**Cross Curricular Links** Art and design, English, Citizenship, Sociology, Psychology

**RSE and PSHE Programme of Study Links:** H6, H7, H9, H10, H12, H13, H14, H15, H16

**See PSHE/RSE Document for further information.**

**Safeguarding:** It's important to establish a safe learning environment with clear guidance ground rules. Children and young people should feel able to seek support if necessary and be provided with appropriate support and additional sign posting options. You may wish to work with your DSL. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y9 SOW for which it is part 5 of 6 lessons. Depending on the time allocated for PSHE provision you**

may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

Starter	Main	Plenary
<p><b>Staying healthy:</b></p> <p><b>Teacher to ask,</b></p> <p><b>How do you think gaming and gambling could affect your health?</b></p> <p>Students list as many for gaming in 2 minutes as they can think of. Then do the same for gambling. Teacher to use count down.</p> <p>Examples:</p> <p><b>Gambling:</b> e.g. mental ill health, sleeping issues/difficulties co morbidity with other harmful activities, e.g. alcohol/drugs/</p> <p><b>Gaming:</b> Mental ill health, trouble sleeping, obesity due to lack of exercise or low weight due to lack of food, poor personal hygiene, text neck, carpal tunnel syndrome, eye strain. Lack of vitamin D</p>	<p><b>Time to teach:</b></p> <p><b>Teacher to split the students into groups. (you may wish to make several smaller groups)</b></p> <p>Students: Create a resource to inform people about the potential health problems associated with gambling or gaming related harm. You can choose who your resource is to be targeted at, e.g. adults, teachers/parents/ your peers or a younger age group.</p> <p>You may wish to make a film so you could write a script. You may wish to create an app/ leaflet etc.</p> <p>Group 1: gambling related harm.</p> <p>Group 2: gaming related harm.</p> <p>Think about how can you prevent harm?</p>	<p><b>I am proud to present:</b></p> <p><b>OPTION 1:</b> Teacher to select students to share their work.</p> <p><b>OPTION 2:</b> The groups move around classroom to view one another's work.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y9L6: MONEY AND DEBT

This lesson relates to Challenge 5.3 Money and Debt: Create a vocabulary list related to the risks of getting into debt.

### Learning Objectives:

- To understand the term debt
- To understand risks and consequences of getting into debt
- To recognise that gambling and gaming could lead to debt problems
- To be able to identify how and where to get help

### Learning Outcomes:

- I can define debt
- I understand the risk and consequences of getting into debt
- I understand that gambling and gaming can lead to debt problems
- I know where to get help if I am worried about my own or someone else's relationship with gambling or gaming.

### Resources:

- Y9 L6 PowerPoint
- Computer/tablet with internet access
- Dictionaries

**Cross Curricular Links:** Mathematics, English

**RSE and PSHE Programme of Study Links:** L15, L16, L17, L18

**See PSHE/RSE Document for further information.**

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**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y9 SOW for which it is part 6 of 6 lessons. Depending on the time allocated for PSHE provision you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.**

Starter	Main	Plenary
<p><b>Agree/Disagree:</b></p> <p>On the PowerPoint statements will appear. Students to stand up/sit down if they agree/disagree.</p> <ul style="list-style-type: none"> <li>• Debt is part of life/being an adult</li> <li>• Borrowing money to gamble is okay</li> <li>• Saving money to spend on and in games is a responsible way to buy the items you want</li> <li>• Using your parents card to buy in game items is fine.</li> <li>• Spending all your wages in one weekend on gaming or gambling is fine if you are careful the following month.</li> <li>• Taking out a loan to cover/consolidate your debt is a good idea.</li> <li>• You can have good and bad debt.</li> </ul> <p><b>Teacher to discuss the opinions with the class and individual students to explore thinking.</b></p>	<p><b>What's the consequence?</b></p> <p><b>Task 1: 2-minute scribble.</b></p> <p>List as many words/thoughts associated with the following questions. You have 2 minutes per question.</p> <ol style="list-style-type: none"> <li>1) How many words related to money and debt you can think of?</li> <li>2) What is debt?</li> <li>3) Is debt ever acceptable?</li> <li>4) What would you consider 'acceptable' debt?</li> <li>5) What would you consider to be unacceptable debt?</li> <li>6) What are the immediate consequences are debt?</li> </ol> <p><b>Task 2:</b></p> <p>IT option or dictionary. Write a definition for their responses to Q1 above; you could supplement with the following: Loan, Debt, Finance, Arrears, Interest, Insolvency, Bankruptcy, Savings, Borrowing, Credit, Bills, Overdraft</p> <p><b>Task 3: What are the risks?</b></p> <p>What are the immediate risks of getting into debt? List five things you can think of and explain what the risk is and how it might impact someone.</p>	<p><b>Healthy Financial habits.</b></p> <p>List 5 things you think you could do to keep your finances in control.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>